

[Pupil Premium strategy statement \(primary\)](#)

2019-20 Evaluation of Actions – These actions will continue for 2020-2021 due to the interruption of lockdown.

More detail of costs can be found in Pupil Premium Report July 2020 and End of 2019-2020 Pupil Premium Report.

1. Summary information					
School	The Oaktree School				
Academic Year	2019/20	Total PP budget 2019-2020	£33,016.00	Date of most recent PP Review	Nov 19
		Remaining due to lockdown	£7,589.78	Reviewed:	Feb 2020,
		Total PP budget 2020-2021		Reviewed:	July 2020
Total number of pupils	250	Number of pupils eligible for PP	29 (11.6%)	Date for next internal review of this strategy	Nov 20

2. Current attainment November 2019 data		
KS1 2019 outcomes	Pupils eligible for PP (your school)	Pupils not eligible for PP
% achieving expected standard or above in reading, writing & maths	63%	78%
% making expected attainment in reading (as measured in the school)	67%	80%
% making expected attainment in writing (as measured in the school)	56%	72%
% making expected attainment in mathematics (as measured in the school)	67%	83%
% making expected progress in reading (as measured in the school)	89%	88%
% making expected progress in writing (as measured in the school)	78%	74%
% making expected progress in mathematics (as measured in the school)	89%	84%
EYFS		
GLD	57%	76%
Reading attainment	57%	79%
Writing attainment	57%	75%
Maths attainment	85%	85%
Reading progress	67%	
Writing Progress	50%	
Maths Progress	83%	

3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	Progress is too slow for disadvantaged children	
B.	Lack of parent support and involvement in children's learning	
C.	Social and Emotional difficulties	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Speaking and listening and language development in Early Years and beyond	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Accelerate progress to close the gap for all - review interventions, provide 1:1 support	All PP children will be making at least expected progress in core subjects. Measure by teacher assessment and P IRA/PUMA scores
B.	To support parents with basic skills and provide strategies with how they can support at home.	Parents will be well informed and PP children will be completing reading tasks and homework out of school.
C.	To build resilience in identified children.	Children to be demonstrating a 'can do attitude' and discussing 'I can't do it yet'.
D.	Improve speech and language skills especially in the Early Years (role play, Time to Talk, trained staff in S&L, curriculum designed to support S&L skills)	Children in the Foundation Stage have access to high quality experiences and meet the ELG's.

5. Planned expenditure

Academic year **2019-20 – Extended to December 2020 Due to Covid-19**

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>To strengthen whole school ethos and vision for disadvantaged.</p> <p>Identify barriers for learning and set aspirational targets for children.</p> <p>To improve quality first teaching, up skilling staff knowledge and skills</p>	<p>We want all teachers to ensure that PP children are having their needs met through range of strategies such as 1:1 support, Specialist speech and Language and Explore, in order to fill gaps and accelerate progress</p> <p>Provide quality targeted CPD for teachers to ensure they have the skills and knowledge, enabling them to provide high quality education for all.</p>	<p>We have shown that when teachers have a clear vision for their PP children and build upon their individual learning it is possible for children to make expected progress and in many cases begin to close the gap.</p> <p>Research shows that high quality CPD support enables teachers to improve provision in classrooms for all children including disadvantaged – this will continue.</p>	<p>Inclusion/ SENCo lead and all teachers teaching Assistants and especially higher level TAs to work with individuals and groups of children.</p>	<p>Inclusion/SEN Co lead</p>	<p>Feb 2020: CPD was provided for staff to support identification and removal of barriers of learning and specific closing the gap targets for PP children. Teachers wrote their own evaluation and case studies for each child using individual child PP tracker. After analysis of the impact made by PP plans at the end of the autumn Term part of the January INSET Day was used to support staff in providing SMART SC for each intervention. In the Spring Term teachers were demonstrating a greater understanding of the barriers each child was facing and therefore working with parents were able to identify interventions more accurately and put in place more defined success criteria. More work is needed in this area.</p>
<p>Improve fluency in reading</p>	<p>Provide Reading Buddies and 1:1 support for targeted children.</p> <p>Work with parents so they know how to support at home.</p>	<p>We want children to have extra opportunities and exposure to texts in order to develop their reading and comprehension skills</p>	<p>Inclusion/SENCo Lead and English lead to work with reading buddies to support children in school.</p> <p>Also provide packs for parents of PP children to support children at home .</p>	<p>Inclusion/SENCo lead</p>	<p>Feb 2020: Reading buddies were in place in Year 2 and beginning to make an impact and should be continued. Alongside our normal parent support for reading in Newsletter, workshops, Reading Challenges and leaflets at Parent Consultation we were providing more support to parents in understanding</p>

					the expectation for their child and how they could support them.
Total budgeted cost					£6,325
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Accelerate progress with disadvantage children	Plan for each child individually identifying barriers. Work with children and families to ensure the children have opportunities and support in making rapid progress.	It has been shown that when children are not making expected progress targeted support makes an impact. The programmes that have worked at 1:1 tuition, Developing written language, ELSA groups	Increased attainment Increased confidence in children's ability and attitude.	Inclusion /SENCO lead	Feb 2020: Half termly tracking meetings were put in place for each year group team with the Inclusion Lead to ensure that intervention provision met the needs of identified children.
Review interventions and provide rigorous monitoring of interventions.	Provide support through SENCO and ELSA where needed.	Rigorous monitoring ensures that interventions take place and are of a high quality which makes a difference. Deputy SENCO and ELSA proved effective in engaging parents and raising confidence and self-esteem of individuals in previous years	Inclusion/SENCO lead to review interventions at regular intervals to ensure they are having maximum effect and meeting the needs of the children. New interventions to be put in place if needed.	Inclusion Lead/SENCO's	Feb 2020: We tracked children's progress half termly to ensure that progress was good or better against their targets. We found that some interventions did not provide the impact we had hoped and these were changed.
Total budgeted cost					£18,000
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Work with Parents to support their children's learning at home.	Meet with parents to ensure they know how to support children at home with learning. Prepare packs and activities for children to	Research shows that if families are given support with their children's home learning English and Maths skills improve.	Monitor use of packs and ensure activities are being met.	Inclusion /SENCO Lead	Feb 2020: Each teacher was working with parents providing packs of resources and support. The ELSA was working with a number of families. July 2020: After lockdown this work became even more important and each family were contacted regularly and supported remotely and for some

	complete at home.				parents learning packs were delivered.
To close the gap for pupils, providing them with increased opportunities whilst supporting families financially.	Continue to provide finance for trips for all PP children. Provide free places for clubs to address identified needs. Emergency funds provided for families in crises.	This approach has proved beneficial in past years and enabled children to access events and opportunities otherwise out of their reach.	Monitor take up of clubs and evaluate expenditure of them compared to attendance at events.	Extended services leader and Inclusion Lead.	Evaluation Feb 2020: We continued to support families financially providing money for trips, emergency funds for basic necessities, and free places at clubs. July 2020: We ensured that the families received FSM vouchers throughout the lockdown and during the summer break.
Total budgeted cost					£6,009

6. Review of expenditure					
Previous Academic Year		2018/19 Total income received £34,982			
i. Quality of teaching for all					
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost	
Continued Professional development to improve the quality first teaching for our disadvantaged pupils.	CPD quality first teaching	Training was provided for all teachers, learning assistants in Quality first teaching, assessment, The school achieved 92% good or better teaching by the end of the Summer Term and there was an increase in the amount of good lessons. The 8% was new to the school in the summer term and is receiving support.	Teaching at The Oaktree School is divided into two approaches whole school training and individualised training. This ensures that teachers gain new knowledge, teaching strategies and develop skills linked to their everyday practices. The majority of training was linked to core subjects including particularly focussing upon supporting our lower ability children. This approach resulted in improved practice. Each PP child has an individualised long term and short term plan which is shared with parents and reviewed twice yearly at parent meetings. Barriers to learning are also discussed here and individual support put in place when required. The quality of these plans has improved over the year and the success criteria for interventions are tighter. In addition teachers track progress through pupil progress reports and discuss at pupil progress meetings which have enabled teachers to identify needs with greater clarity.	Whole School £650 Individualised £545	

ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
To analyse outcomes and identify barriers to ensure Academic Interventions targeted to pupils effectively.	30 minutes daily in all classes of TA support. Support staff (6 hours weekly/forest schools) Academic interventions ELSA support as identified. Speech and Language teaching.	Children in each class received 1:1 support for reading, nurturing or identified areas of need. Selected children were able to attend the forest school programme. These children demonstrated greater confidence at the end of the programme but we were not always able to measure academic progress. The ELSA or Deputy SENCo supported 100% of PP families. This made a significant difference to our families and children's mental health, enabling them to access education. We will continue to provide interventions but they need to be carefully targeted. Speech and Language lead interventions are successful at 1:1 intervention level and support for other members of staff.	Tracking pupil's progress and attainment is crucial when evaluating interventions. The one to one tuition is effective but the adult delivering this, needs to be well informed of next steps for the child and have skills and experience of working with children. Bespoke tailored interventions are the most effective. Emotional support through nurturing or ELSA appears to be effective but we need a way of tracking the progress children make in this area. Speech and Language lead time to be increased in 2019-20	Daily Support 30 mins £6,000 ELSA and Deputy £4,325 Forest schools £2000 EYFS interventions. £4,750 KS1 Interventions £7,173. SALT £1,428
iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
All children to have equal access to extra-curricular activities.	Trips	Children were given the opportunities to attend trips or attend clubs.	We have found that providing funding for trips has enabled many of our pupil premium children to access opportunities and experiences they would otherwise not have been able to afford.	Trips £834 Clubs £ 850 Other £210

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.
Our full strategy document can be found online at: www.aschool.sch.uk
Pupil Premium Termly Reports Dec 2019, March 2020,
End of Year 2019-2020 Pupil Premium Report August 2020